CHAPTER-7

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Introduction

The relevance, and indeed usefulness, of marketing theory in today’s software business environment is increasingly open to question. This general disbelief has led to a progressive emphasis on how to translate marketing theory into effective marketing practice which has taken many forms, ranging from traditional management education in business and universities, to action learning programmes and to government led and sponsored local enterprise initiatives.

On our personal interview with the HR people of the sample units and also personal visit to the sample units during the course of the research work it is known that usually the HR people are giving stress for the development of marketing planning competency and also to a greater extent giving phase wise and timely training for the development of personal competency among their employees. These training programmes are made compulsory and are a continuous process almost in all software industries in general and TCS, WIPRO and INFOSYS in particular.

This chapter has been divided into two sections. In the first section the discussion has been made on market planning competency and in the second section of this chapter the theoretical aspect has been discussed regarding the personal competency.

Marketing planning competencies

We have discussed specifically on the difficulties surrounding the implementation of one of marketing’s core tools, the marketing plan as outlined by McDonald (1989). We suggest how the development of marketing planning competencies through a work-based learning
programme can help a practicing manager to overcome many of the problems of its application in practice. This approach incorporates the building of marketing planning competencies in conjunction with the actual workload of the participant to construct a work based programme in which the learning is a continuous two-way flow between academia and the workplace.

**Marketing theory vs marketing practice**

The recent and well-documented crisis of confidence in the marketing discipline (Brown, 1995) has to a large extent centered on the lack of applicability of marketing theory to marketing practice. For example Brady and Davis (1993) have called for the marketing function to reinvent itself in order to reflect the new competitive environment. Basic tools and tenets of marketing management theory are being doubted and their relevance for the modern IT business questioned. Many believe that the marketing concept itself is essentially flawed (Brownlie and Saren, 1992; Nilson, 1992; Gummesson, 1987).

Moreover, this general disillusionment with the inability of marketing theory to match corporate realities has also been evidenced from within the business community. In their survey *Marketing at the Crossroads* Coopers and Lybrand (1994) identify a large gap between the classical role of profitable marketing and how marketing is practiced by marketing departments within 100 blue chip organisations. They go as far as to describe the marketing department as “critically ill” and in need of urgent treatment.

The theoretical underpinnings of marketing thought are, thus, coming under an increasing threat and often they are being perceived as lacking any relevance for the modern business environment. In seeking to redress this balance between marketing theory and marketing practice it is the marketing concept itself which has tended to receive the most attention from academics. This has been in terms of its development, extension and refinement. The marketing plan, which ideally should be the bridge between theories (the marketing concept) and practice (the functions of marketing), has received much less attention in terms of its basic operability in the hands of the
practitioner. Yet, arguably, this is where a firm will have the most difficulty in putting theory into practice (Greenley, 1983; Greenley and Bayus, 1993; Lindsay et al., 1982; McDonald, 1992; Shiner, 1988; Unni, 1981; Wood and LaForge, 1979).

Let us know briefly the nature of the marketing planning process.

The marketing planning process

There have been a large number of research studies into the relationship between planning and organisational effectiveness. The findings however have been conflicting, with some researchers confirming a positive relationship (Ansoff, 1969; McDonald, 1989; Unni, 1981), or no consistent relationship between the two, (Lindsay et al., 1982; Wood and LaForge, 1979). So the idea that company performance improves as a consequence of engaging in a planning process and Developing marketing planning skills applying well known marketing decision making techniques has not proved easy to confirm conclusively. Greenley and Bayus (1993) carried out a comparative study between firms in the United States and the United Kingdom. This showed how practitioners perceived marketing decision-making techniques to be of little value to them in helping to make key marketing planning decisions. The shortcomings of the formal planning models were also emphasised by McDonald (1989), who pointed out that even practitioners recognised the need for a more structured approach to their marketing. Although some practitioners did seek to use such approaches as prescribed in the literature, the claimed benefits did not materialise. Despite the many operational difficulties that have been documented in relation to effective marketing planning (Greenley and Bayus, 1993; Hooley et al., 1990; McDonald, 1992), much research advocates the value of planning for a firm’s growth and development (Bracker et al., 1988; Fletcher and Hart, 1989; McColl-Kennedy et al., 1990; Piercy, 1991; Weinrauch et al., 1991). McDonald (1989, p. 7) in a review of the marketing planning literature states that “the claimed benefits of better co-ordination of interrelated activities, improved environmental awareness, better communication among management and better use of resources, and so on, appear to be there for
the taking and there is a strong relationship between marketing planning and commercial success”.

Whilst we are not disputing the benefits of the marketing planning process, it is important in the context of this chapter to consider some of the main criticisms leveled at it. These are quite extensive.

Many of the criticisms about marketing planning are also reinforced by McDonald (1989, 1992). He suggests that in essence strategic marketing planning is an approach to business that can enable even the smallest competitor to survive successfully. There is, he points out, no simple magic formula to administer. “There is no marketing equivalent of Aladdin’s lamp, which can make an organisation’s dream come true” (McDonald, 1992, p. 4). In essence, he contends that strategic marketing demands a perceptive and intelligent analysis of both the company and its business environment. The resulting plan, then, requires equal proportions of perspiration and inspiration to make it come alive, and be brought to fruition. McDonald (1989) summarises these difficulties in marketing planning under the following ten barriers:

1. Confusion between marketing strategy and tactics.
2. Isolation of marketing function from business operations.
3. Confusion between marketing function and marketing concept.
4. Prevailing organisational structures along functional lines.
5. Lack of skills in in-depth analysis.
6. Confusion between process and output.
7. Lack of core marketing management knowledge and skills.
8. Lack of a disciplined, systematic approach to marketing planning.
9. Need to prioritise objectives.
10. Need for a more appropriate marketing culture.
The essential thesis of McDonald’s (1989) work is that if these barriers are not addressed a lack of effective progress in developing an organisation’s direction could result. The challenge to both academic and practitioner, therefore, is to find ways to begin to close the theory/practice gap in respect of these marketing planning barriers.

It is suggested here that a competency based approach might provide a solution. Therefore, what is required is a specifically tailored approach that develops a range of core skills that enable the development of a total marketing planning competency.

We outline how a work-based learning programme can effectively address this challenge. Criticisms of the marketing planning process Developing marketing planning skills incorporates a strong competency dimension, it is appropriate to consider those aspects of the competency literature most relevant to the design of such a programme.

Management and marketing planning competencies

Our understanding of the term marketing competency is grounded in the management literature as reported in Boyatzis (1982). There are many different published views and interpretations of competency definition. It is important to point out, however, that this chapter defines competency from a behavioural perspective. This means that a competent marketing planner is one who, when observed, demonstrates that he is competent in respect of a particular activity.

A number of common threads suggest that there may be tasks and techniques common to the effective performance of all managers, but these need to be specific to an individual’s circumstances and/or to a specific situation. A further aspect of such competency frameworks is that some studies use the terms “skills” and “competencies” interchangeably, whilst others clearly distinguish between the two.

In this chapter competency is defined as a manifest constellation of other
competencies and skills which are harnessed at a specific time and circumstance with respect to the resolution of a particular problem or the performance of a particular task (Hill and McGowan 1996). Marketing management is similar to general management insofar as it is a process involving analysis, planning, implementation and control. Competency frameworks, whilst suggesting, tasks and techniques common to the effective performance of all managers, also recognise the individual manager’s particular circumstance, environment and task needs (Driver, 1990; McKee et al., 1990; Rhyne, 1986; Shrivastava and Grant, 1985). In this respect, it is important to understand the significance of a competency framework in the development of a work-based learning marketing programme. One key conclusion from all of the above studies, however, is that certain management competencies, in spite of their generic aspect, are more applicable to the specific activities of marketing.

A core theme in this chapter is to establish what competencies an effective marketing planner requires in IT based industries, and in particular, those that may assist in overcoming the barriers to marketing planning as outlined by McDonald (1989).

Carson et al. (1994, 1995) developed an extensive list of marketing competencies that are desirable for effective marketing decision-making. These include:

- vision,
- creativity,
- leadership,
- communication,
- motivation,
- initiative,
- intuition,
· adaptability,
· analytical thinking,
· judgement,
· organisational ability,
· knowledge and
· networking.

Hill and Fallis (1995) in a development of this research, identified motivation, stamina and commitment as particularly important additional competencies for effective marketing management decision making.

Having considered the key aspects of the competency literature it is now possible to make linkages between McDonald’s (1989) ten barriers to marketing planning and specific marketing competencies required to address these barriers.

Discussion of linkages

There are nine key marketing planning competencies. These are

1. knowledge,
2. experience,
3. analytical skills,
4. leadership,
5. vision,
6. judgement,
7. organisational ability,
8. commitment and
9. communication.
A comparison with McDonald’s (1989) analysis of the ten barriers indicates that these are indeed crucial marketing planning competencies. He explicitly refers to the lack of knowledge and skills in respect of marketing, implying that Marketing planning barriers Competency required

1. Confusion between marketing and tactics Judgment/ knowledge/ vision

2. Isolation of marketing function from business operations Knowledge/ commitment/ vision

3. Confusion between marketing and Knowledge/ communication/ judgement/

4. Marketing concept analytical

5. Prevailing organisational structures along functional lines Communication/ organisational ability

6. Lack of skills in in-depth analysis Analytical/ judgement/ vision

7. Confusion between process and output Judgement/ knowledge/ analytical

8. Lack of core marketing management knowledge and skills Knowledge

9. Lack of disciplined, systematic approach to marketing planning Analytical/ vision/ knowledge/ commitment

10. Need to prioritise objectives Leadership/ vision/ commitment/ judgement/ communication/ organisational ability

11. Need for more appropriate marketing Organisational/ vision/ communication/
This competency deficiency is at the root of the confusion between the marketing function and the marketing concept. This lack of marketing knowledge reveals itself in something as straightforward as having no understanding of the marketing mix framework. The inability of many managers to analyse and distil the intelligence needed for effective marketing planning decision making from the vast amounts of available data indicates a need for greatly improved analytical skills. This is a significant competency deficiency identified by McDonald (1989). Further, the lack of analytical skills can be more subtly detected in his contention that confusion exists between process and output in respect of the planning process. There is also a case for arguing that this need for analytical skills is a key reason why managers lack a systematic approach to planning.

Another aspect worthy of consideration is the need for a competent marketing planner to demonstrate leadership capability. This quality is particularly important in overcoming what McDonald (1989) refers to as “organisational barriers”. The nature of such barriers will be, of course, dependent on organisational size and structure. The need for organizational leadership to resolve interfunctional conflicts and to manage the interfunctional interface is of critical importance (Boyatzis, 1982). The nature of marketing planning entails a companywide perspective and so reinforces the need for leadership ability.

Communication skills have been widely documented as being important to the good and effective practice of marketing management. The barriers to marketing planning which McDonald (1989) outlines, serve to reinforce the desirability of such skills. For example, enhanced inter-organisational communication can do much to improve hostile corporate cultures. The management of the planning process in a hostile corporate environment undoubtedly requires a high degree of commitment, vision and experience. Indeed where there is evidence of a lack of a systematic approach to planning there is often a simultaneous lack of commitment amongst individuals responsible for planning. The ability to set objectives, to see the way forward in a turbulent environment, to foresee difficulties that might arise over the planning horizon, and the ability to innovate, are all implicit in the competency of vision. Nor should the competency of experience be undervalued in terms of its vital role in the effective performance of marketing planning. Whilst everyone possesses experience to varying degrees not all managers utilise this to its maximum potential. A
consideration of McDonald’s (1989) barriers points very firmly to the need for planners to draw on, develop and learn from experience. Indeed, an important aspect for marketing planners is to draw on the experiences of those around them during the construction of plans for their organizations.

**Addressing the marketing planning competency gaps**

There is some evidence in the competency literature that management and marketing educators have attempted to bridge theory and practice gaps by constructing programmes of competency development. More recently Carson *et al.* (1995) and Hill and McGowan (1996) have considered ways of developing specific marketing competencies. What all the competency development approaches have in common, is that they all involve some degree of self assessment and are based on core management theoretical models, such as Kolb’s (1984) learning circle. This learning circle, which moves from concrete experience, through reflective observation, and active experimentation, is also consistent with the structure of human cognition. A work-based learning approach to developing marketing competency draws on this work and facilitates this type of learning through not only the use of self assessment, but through building a programme around the individual marketing practitioner. The characteristics of work-based learning are considered as follows:

**The concept of work based learning**

There has been an emphasis in the past for what was assumed to be “objective” knowledge together with an assumption that, once acquired, knowledge could be codified and taught in the classroom as universal laws. This has been blamed for the bifurcation of theory and practice into separate domains (Raelin and Schermerhorn, 1994). As a result the two positions have become polarised, with academics developing theory and practitioners applying it. It is now increasingly understood that all knowledge is the product of its historical and social context. Both in recognition of this fact and in order to remedy this gulf between theory and practice, many management theorists have called for an integration of knowledge with
experience (Beck, 1994). The concept of work-based learning brings about just such an integration with its emphasis on experience and practice as a way of developing new knowledge. Levy et al. (1989) define work-based learning as “linking learning to the work role” and demonstrate that it is derived from the experience of undertaking work activities. It therefore should be commonplace as it is accessible to most people.

Indeed, work-based learning poses challenges because it raises questions about the authority of higher education and, more significantly, about the knowledge claims of academic institutions versus the claims of other sources of learning (Brennan and Little, 1996). It works on the premise put forward by Pedler (1974) that for learning to be truly effective it must turn traditional thinking on its head by turning students from passive receptacles into active learners. Instead Developing marketing planning skills of taking a traditional pedagogical approach (i.e. input orientation), a work based learning approach examines what the employees is currently doing in the workplace (i.e. output orientation). It then applies appropriate academic theories to this analysis in order to attain a better understanding (Portwood and Garnett, 1995). There are many different types of work-based learning, ranging from short-term employee placements through customized courses to full undergraduate and postgraduate programmes A full work-based learning approach will go beyond the concept of action learning, as its “progenitor”. This means recognising that there is a curriculum in the workplace; one that creates new relationships between the various management disciplines. The emphasis is on holistic and integrative processes with collaborative and shared ownership in planning, implementing and evaluation which takes place primarily in and through the workplace.

Work-based learning has several distinctive characteristics:

a. employee becomes the centre of teaching;

b. primarily inter-disciplinary;
c. co-operative, involving partnerships in workplace and academia;

d. orientated to action and grounded theory;

e. the production of new theoretical and practical insights;

f. encompasses both training and education;

g. concept of the “learned worker” (Portwood, 1993).

The concept of work-based learning puts the employee at the centre of the teaching by examining his/her learning needs in respect of the current workplace. By implication, this introduces an inter-disciplinary element, as requirements in a work situation are seldom reliant on a single discipline. Projects in the workplace will frequently draw on several theoretical backgrounds to ensure success. The “project nature” of the workplace further implies a strong co-operative dimension; within the company in the sense of departmental team work and contribution from separate business functions; within the organisation, where different disciplines may be required to co-operate to inform the project; finally and, perhaps most significantly, between academic staff and the employer organisation to guide and facilitate individual learning. The important factor in this co-operation, from a work-based learning point of view, is that the knowledge from one side is not privileged over that from the other as practice and theory merge and support each other.

The whole programme of learning is thus orientated to action with experience in the workplace drawing on various theoretical backgrounds. In this way new insights emerge from the ongoing learning cycle of theory/experience/reflection/theory, ensuring that the development of any new theory will be truly “grounded”. It is important to note that as theory is generated it is also being tested. A particular benefit to industry is that within such programmes of learning, training (known outcomes) can be accommodated alongside education (unknown outcomes) producing “the learned worker”. Despite the recognised effectiveness of work-based learning programmes in relation to the building of individual skills and competencies (Bridges, 1993; Eraut, 1994), there has been little investigation of its usefulness in the marketing competency area. So far we have identified the marketing planning competency gaps. We have also considered the characteristics of the work-based learning approach. We will now outline below a work-based learning programme which was geared to enabling the practising manager to overcome the
marketing planning barriers and to develop appropriate marketing planning competencies.

Addressing the marketing planning competency gaps: overcoming the barriers with a work-based learning approach

A programme was developed by the University of Ulster with the aim of helping company managers to develop their competency in marketing planning. This was exploratory in nature, differing radically from other traditional management training programmes in that it sought to adopt a learning approach which more readily incorporated the participants’ working environments. In this way individuals could tailor their learning experience to the specific circumstances and challenges inherent in their respective companies. Key constituents of the learning approach were, suitably tailored marketing technology transfer and the proactive development of appropriately identified “marketing competencies” (Carson et al., 1994). The specific aims of the programme were:

1. To encourage participants to develop an approach to marketing planning tailored to their specific needs.

2. To develop participant’s appreciation and understanding of the key aspects of marketing planning decisions.

3. To develop the marketing planning competencies of participating managers.

An important challenge for the presenters of the programme was to make participants consciously aware of their inherent strengths with respect to marketing planning. This, then, provided an important foundation on which to build a process of effective personal and professional development in order to overcome the barriers to marketing planning.

The programme ran for ten weeks, in the Infosys BPO with 50 selected
participants, who were drawn through a rigid selection process and who were actively taking decisions in the marketing field in various sectors in and outside India. The programme focused on a number of important marketing management issues. Specific topics addressed were the role and importance of marketing in the individual’s field of operation and its future prospects, finding and keeping customers, assessing marketing opportunities, sourcing new service ideas, competitive analysis, and coordination and integration of the organization’s total marketing effort.

Initially there was an exchange of information on marketing issues between the presenters and participants. Then, working in groups of an average of five members, participants were encouraged to raise, discuss and propose solutions to real and immediate marketing problems. Plenary sessions provided opportunities to share results with the wider group. Common themes emerging from the groups were highlighted and discussed further. Cross discussion and cross fertilization was encouraged. The focus of every meeting was to identify and seek solutions to practical marketing problems that were confronting the manager on a daily basis for which they were actively seeking possible and workable solutions. As a key control measure, participants on the programme were expected to construct a “work-book”, in which they kept a log of the key marketing decisions that they made during the programme. In maintaining this workbook, participants were encouraged, as part of the overall work-based learning approach, to reflect on their own specific learning needs at each stage of the programme as it developed. The work-book was gradually built up over the ten weeks, forming the basis of their personal marketing plan. This record of “decisions made” also provided the programme presenters with a means to evaluate the impact on participants’ personal development and on their marketing decision-making competencies.

From the outset of the programme, participants were guided in carrying out self-assessment of their levels of competencies in each of the key areas previously highlighted:
· knowledge;
· experience;
· analytical skills;
· leadership;
· vision;
· judgement;
· organisational ability and
· commitment.

This self assessment stage was facilitated by programme co-ordinators and focused on an examination of participants’ marketing strengths and weaknesses. These strengths and weaknesses were considered in the light of their individual marketing problems. Participants then looked at how they might use their marketing competency strengths to overcome marketing competency weaknesses. Participants thus identified the key competencies on which they should focus at an individual level. As a consequence of the individual competency assessment participants were exposed to various aspects of marketing technology transfer which sought to develop the key marketing planning competencies of

· knowledge,
· experience,
· analytical skills,
· leadership,
· vision,
· judgement,
· organizational ability,
· commitment and
· communication.
These were addressing the ten barriers to marketing planning as outlined by McDonald (1989). This was done in the following ways:

1. **Knowledge**: The facilitators adopted an interrogative approach to encourage participants to reflect on successful customer relationships and to discuss their own individual ways of doing business. During these discussions, emerging themes of success were used to illustrate how areas of weakness might be overcome. At the same time, the facilitators introduced core marketing concepts.

2. **Experience**: The facilitators encouraged participants to think about their marketing activity on an historical basis. Then they stimulated discussion between participants around differing experiences of marketing practice. Finally they suggested that participants should implement and experiment with the new knowledge as it accumulated in order to see what worked in improving day-to-day marketing practice.

3. **Analytical skills**: Core analytical tools such as the SWOT analysis was introduced as a part of group presentations. The work-book provided participants with a tool to develop their critical thinking about their approach to planning and the usefulness or otherwise of such frameworks. The process involved sharing their thinking with other members and further encouraged a self-reflective analysis.

4. **Leadership**: Participants were encouraged to develop a marketing orientation that guided the way in which they led their organisation, consistent with the recommendations made by Piercy and Morgan (1989/1990), to bring about marketing-led strategic change. Problems of employee motivation and the team building required to bring about a company-wide integration of the marketing concept were frequently raised through regular group discussions. Responsibility for leading the discussion was rotated amongst participants to assist the development of leadership skills.
(5) **Vision:** The maintenance of an opportunity focus is crucial for the development of marketing and is inherent in the very nature of planning. Vision is required to determine how aims and objectives will be realized through action plans and the marshalling of scarce resources. Building on past experience and knowledge, participants were encouraged to have confidence in their ability to recognise opportunities with potential to help their future business success.

(6) **Judgement:** The focus of this was to develop ability in gathering together disparate pieces of often incomplete information and making effective choices. In this way, participants were encouraged to make choices on how they sought to develop their marketing planning and to submit these decisions for response and feedback from their peers and the facilitators. Judgement as a competency is acquired through the recognition of the value of experience. The review process as an integral part of marketing planning forced participants to assess the effect of marketing actions to date. Accordingly, they were able to work on and improve, through knowledge acquisition and experimental learning, their judgement skills.

(7) **Organisational ability:** The challenge here was to develop the ability to collect and manage resources to fully maximise the value of opportunities in the marketplace. Such resources included human, physical and financial assets. Through plenary group discussions, which focused on implementation of the marketing plan, participants were guided in structuring the internal arrangements of their respective areas. Typical examples of these were:

- the development of action plans and time schedules,
- the allocation of inter-functional responsibilities,
- the planning and scheduling of resources and
- the establishment of effective control mechanisms.
The emphasis throughout was to maintain the holistic perspective so essential to the workplace.

(8) **Commitment**: The work-book, the strictness of the programme itself, the exposure to critical commentary from peers and facilitators, the acquisition of new knowledge, tested the commitment to ongoing personal development. As participants developed a greater marketing competence their confidence to engage in such activity increased, together with their enthusiasm and motivation. As a consequence they became increasingly committed to the value and importance of the planning process to their individual sections in the company.

(9) **Communication**: The ability to communicate effectively was integral to every aspect of the course through both oral and written presentations. In addition, the internal and external focus of planned marketing activities served to refine communication skills, in particular through the development of their company’s promotional mix. A communication competence was also encouraged through exercises in which participants presented and defended their views on marketing issues to peers. They were also encouraged to formalize the communications management of industry contacts such as suppliers, customers, support agencies, distributors and so forth.

**Personal competencies**

Competencies are requisite human capabilities for an organisation to maintain and develop competitive edge. These have casual relationship with effective and/or superior performance in a job situation, and therefore, are predictive for an individual’s behaviour/performance. Competencies are measurable and are possible to develop. If an organisation is aware of its competency requirements for various levels of jobs, it can straightway go for the assessment and development centre approach, otherwise running of such centres without measuring the competencies required, will be an exercise without a definite goal. Competencies cut across functions and can
be applied to almost all types of employees. Profiling of competencies for an employee is called competency mapping which is done differently by different organisations. With this backdrop the organisations started imparting training programs for the development of personal competencies. Now let us know in brief what they learn during their training period regarding the personal competency. Personal competency consists of the followings:

- Integrity
- Managing stress
- Self-reliance and self-confidence
- Self-awareness
- Resilience
- Cross-cultural sensitivity
- Working with and developing others
- Flexibility
- Problem solving
- Achievement oriented
Integrity

Maintains and promotes social, ethical and organisational norms. Adheres to AVI protocols and code of conduct and abides by socially accepted norms within a given context (including, but not limited to, relationships, and sexual conduct).

Key behaviours:

- Fairly represents organization’s capabilities
- Identifies and responds to unethical behaviour in an appropriate manner
- Maintains confidentiality, where appropriate
- Acts in accordance with accepted ethical standards and codes of conduct, avoiding inappropriate relationships within a given context
- Adheres to policies and regulations
- Meets commitments and promises

Managing stress

Maintaining stable performance under pressure and/or opposition (eg, time pressure, job ambiguity); able to relieve stress in a manner acceptable to other people and the organisation or situation.

Key behaviours:

- Identifies personal signs of emotional and physical stress
- Uses adaptive coping strategies to manage stress
- Able to recognize stressful situations
- Maintains composure when dealing with difficult situations or people
· Identifies ways to reduce stress
· Seeks support from others when stressed
· Uses appropriate coping techniques

**Self-reliance and self-confidence**

*Able to confidently manage own affairs and look after own needs. Possesses belief in self.*

**Key behaviours:**

· Able to identify and meet personal needs
· Shows ability to function independently in isolated situations
· Displays an optimistic attitude in the face of challenges
· Has faith in own ability to be successful or overcome difficulties
· Confident in own judgement of ability
· When appropriate, expresses own position clearly and confidently, even when it is evident that others don’t agree
· Maintains self-esteem without personal support networks

**Self-awareness**

*Demonstrates an awareness of own strengths, limitations and personal values. Understands how own beliefs, thoughts and emotions influence behaviour and actions.*

**Key behaviours:**

· Able to describe own strengths and limitations
· Able to articulate beliefs, motivations and values
· Able to describe thoughts and emotions and how they influence behaviour in a given situation

· Understands how own actions impact on others

Resilience

Aware of personal signs of stress. Able to respond positively to challenges and to recover quickly from disappointment, setbacks or rejection.

Key behaviours:

· Maintains enthusiasm after disappointment or rejection

· Accepts criticism or negative feedback without loss of self-esteem

· Recovers from setbacks

Cross-cultural sensitivity:

Remains open to all people regardless of race, religion or culture. Seeks opportunities to learn and understand other cultures. Able to communicate and interact effectively with people from different geographies and organisations.

Key behaviours:

· Shows interest and curiosity about other cultures through questioning, reading and travelling

· Checks to ensure mutual understanding when working across cultures; helps others to understand own culture

· Checks own understanding before acting in new situations, recognising that own interpretation may not be correct
· Incorporates an understanding of how other people and organisations do things into own approach

· Adjusts behaviour to others’ cultural and work environments

· Able to suspend personal judgement to understand different perspectives

**Working with and developing others**

*The ability to impress upon others a sense of humility, humour, friendliness and sensitivity. Establish cooperative relationships.*

**Key behaviours:**

· Establishes and maintains a connection with others

· Propensity to observe and listen before speaking/ responding to a situation

· Demonstrates patience, tolerance and respect for others

· Assumes that most people are honest and well-intentioned

· Understands and interprets the needs, concerns and feelings of others

· Readily establishes rapport and trust with others

· Seeks opportunities and makes time to coach/mentor people

· Provides tactful feedback and guidance to help others achieve their goals
Flexibility

*Modifies style and approach in order to achieve a specific objective(s). Adapts behaviours to meet the situational needs.*

**Key behaviours:**

- Identifies and adapts to other people’s style of working
- Able to change working habits
- Able to change strategies or approaches when necessary
- Willing to change mind in light of new evidence
- Adjusts behaviour to others
- Adjusts behaviour to the work and/or cultural environment

Problem solving

*Demonstrates an ability to analyse a situation, to develop solutions to problems and implement the solutions.*

**Key behaviours:**

- Recognises and identifies the existence of problems
- Breaks down a complex task into manageable parts in a systematic way
- Anticipates obstacles and thinks about next steps
- Demonstrates the ability to gather and prioritise information effectively when making decisions

Finds the most appropriate general concepts or rules which fit the situation
Achievement oriented

*Staying with a position or plan of action until the desired objective is achieved or is no longer reasonably attainable.*

**Key behaviours:**

- Demonstrates willingness to pursue and achieve personal and career goals
- Overcomes obstacles to accomplish goals
- Makes repeated attempts to meet objectives when required
- Adjusts plans or actions to respond to constraints
- Knows when to adjust to new goals

**Conclusions**

In the first section of this chapter the researcher has demonstrated the usefulness of a work-based learning approach in developing a manager’s marketing planning competencies. The development process began with an identification of the challenges that participants had in responding to doing marketing planning. This chapter highlighted those competencies required to overcome marketing planning difficulties, and showed how they informed the development of a programme to improve marketing planning decision making amongst practising managers. There is no doubt in the value of marketing planning to the effective development of any business. In spite of this, practising managers encounter all sorts of difficulties with the marketing planning process. Research into the efficacy of the work based learning approach is ongoing. However a key lesson which has emerged at this early stage is the need for a curriculum in the workplace premised on the argument that learning occurs more effortlessly in an individual’s own working environment and when the prospective participants can see practical as well as academic benefits accruing.
Given the arguments presented above there exists a clear need for further research in the area and it is incumbent on marketing academics, consultants, educators and change agents to address some of the implicit and explicit challenges that this chapter has raised.

In the second section the brief account relating to the development of personal competency has been described which are practiced by the sample units through their respective training programmes for soft competency development of their employees. For a realistic competency development it is required that the organization should take repeated and alternative exercises of training assessing and further improvement through more rigorous training for the incompetent or less competent employees. Through alternate training and evaluation programme a successful competence development can be established.
References


